



FRANKLIN PUBLIC SCHOOLS

2023-24 ELEMENTARY SCHOOL IMPROVEMENT PLAN

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VISION

The Franklin Public Schools (FPS) will foster within its students the essential knowledge and skills as defined by the FPS *Portrait of a Graduate*: confident and self-aware individual; empathetic and productive citizen; curious and creative thinker; effective communicator and collaborator; reflective and innovative problem-solver.

CORE VALUES

FPS is Committed to...

- the Social-Emotional Development of Students
- a Safe and Inclusive School Culture
- Setting High Expectations for Student Success
- Creating a Collaborative Community

THEORY OF ACTION

IF we...

- Nurtures a safe, supportive, inclusive, and collaborative learning environment
- Provides children with an engaging and rigorous curriculum with exemplary instructional practices that support and challenge students to reach their full potential through personalized learning opportunities;
- Engage the community in effective two-way communication in order to support student learning

THEN each Franklin student will develop the necessary social-emotional, academic, and career skills to be a productive citizen in an ever-changing world.

| STRATEGIC OBJECTIVES | | | | |
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| 1. Support the Social-Emotional Well-being of Students and Staff | 2. Provide Engaging and Rigorous Curriculum | 3. Deliver High-Quality Instruction to Meet the Academic and SEL Needs of Each Learner | 4. Engage in Effective Two-Way Communication to Support Student Learning | 5. Affirm Diversity, Equity, and Inclusion for All Students |

| Strategic Objective #1: Social-Emotional Well-being of Students and Staff To help students develop connections to school, support positive behaviors, and increase academic achievement, the Franklin Public Schools will enhance programs and practices, to enable each student to acquire the knowledge, attitudes, and skills associated with the core competencies for social-emotional learning. | | | | |
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| Strategic Initiatives | Person(s) Responsible | Level-based Goal | Action Steps We will... | Anticipated Outcomes & Evidence (2023-24) As a result... |
| 1.A. Phased implementation of tiered system for screening, monitoring, and communicating student progress towards Social Emotional Learning Competencies | Administrators, Counselors, Teachers | Develop a system that provides consistent analysis of data to determine appropriate social-emotional supports for students. Strengthen our K-5 Tier I SEL curriculum and resources | 1. Develop a multi-year curriculum implementation plan for counselors and classroom teachers <ul style="list-style-type: none"> a. Create a committee/team of counselors, teachers, and admin to create a three-year plan for strengthening Tier 1 SEL in elementary classrooms. 2. Developed Tiered system of evidenced-based supports and instruction for SEL with an emphasis on student supports within Tier 1 to engage all learners 3. Continue to screen/monitor/communicate students' needs and progress | <ul style="list-style-type: none"> Students will demonstrate the competencies grounded in the identified school values Students will apply their understanding of the competencies to engage in daily learning and enhance their social-emotional growth School communities will continue to foster an inclusive learning environment for all students |
| 1.B. Phased implementation of tiered systems for tracking, responding, and communicating student behaviors | Administrators Counselors | Develop a more robust system of documenting behavior incidents using Panorama and responding via monthly reflection with school based teams to address behavior trends. | 1. Review and continue to revise Code of Character, Conduct, and Support <ul style="list-style-type: none"> a. Refine Tiered behavioral expectations that are paired with Tiered consequences and interventions 2. Track students' behavior using Panorama and align with student-family handbook 3. Build staff understanding of restorative practices and logical consequences for student behavior | <ul style="list-style-type: none"> Students will reflect on behaviors and the impact on others Behavior trends will be tracked and addressed using Panorama to support high expectations for all students Adjustment to practices using insights gained |
| Strategic Objective #2: Engaging and Rigorous Curriculum To ensure that students are provided with rigorous learning opportunities that foster the development of the knowledge, skills, and dispositions they will need in their future college, career, and civic endeavors, the Franklin Public Schools will offer an engaging and rigorous curriculum that focuses on preparing students for a rapidly changing, technologically advanced, globally interdependent future. | | | | |

| Strategic Initiatives | Person(s) Responsible | Level-based Goal | Action Steps We will... | Anticipated Outcomes & Evidence (2023-24) As a result... |
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| 2.A. Develop and refine a guaranteed and viable curriculum and high-quality materials | Administrators Math Curriculum Specialists Teachers | All students have access to a high-quality, research-based curriculum | <ol style="list-style-type: none">1. Reflect and refine instructional practices through an UDL lens to increase student engagement and depth of understanding.2. Provide focused math professional development in the following areas:<ol style="list-style-type: none">a. Differentiating and providing support in Tier II and Tier III interventionsb. Math language routines3. Strategically allocate time for ST Math usage. | <ul style="list-style-type: none">• Students will sustain effort and perseverance towards salient goals and objectives.• Students will engage in daily math discussions which build on each other's thinking.• Strategic schedules and PD plans for math specialists (CPT, coaching, etc.) to support math initiatives and growth will be established.• Teachers will use resources to address student needs (ST Math, Bridges,• Students will have equitable access to ST MATH as evidenced through program usage. |
| 2.B. Implement the PreK-12 Literacy Implementation Plan | Director of ELA Literacy Curriculum Specialists Administrators Teachers | Continue to strengthen literacy instruction based on proven research-based practices. | <ol style="list-style-type: none">1. Support the implementation of a multi-year PreK-12 literacy plan<ol style="list-style-type: none">a. Focus on instructional practices and utilizing the Into Reading resources during CPTb. Provide professional learning for staff to implement the curriculum and understand the “why” behind this shift to the Science of Readingc. Expand usage of Dyslexia screener to include grades K-3 | <ul style="list-style-type: none">• Students will engage in reading, writing, or speaking in response to complex texts.• Students will do the majority of the cognitive work in a lesson.• Teachers will analyze data to inform Tiered instruction and support. |
| Strategic Objective #3: High-Quality Instruction to Meet the Academic and SEL Needs of Each Learner To ensure that each student is supported and challenged to reach their full potential, the Franklin Public Schools will align curriculum, instructional practices, and varied assessment opportunities to personalize learning and meet individual needs. | | | | |
| Strategic Initiatives | Person(s) Responsible | Level-based Goal | Action Steps We will... | Anticipated Outcomes & Evidence (2023-24) As a result... |
| 3.A. Develop staff capacity to support universally designed practices | All Staff | Establish a shared understanding of UDL & MTSS <ul style="list-style-type: none">- Strengthen Tier 1 approach for all students | <ol style="list-style-type: none">1. Continue to provide MTSS/UDL staff training to develop common understanding of the MTSS framework2. Identify Tiered systems based on a foundation of high-quality Tier 1 instruction for all students and use student learning data to guide Tier 2 and 3 instruction3. Schedule instructional blocks to maximize the impact of service providers, interventionists, and curriculum specialists in building academic schedule | <ul style="list-style-type: none">• Students will have equitable access to high quality math and literacy instruction with personalized support as needed.• Students' needs will be supported through the intentional scheduling of service providers, interventionists, and curriculum specialists. |

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| 3.B. Continue phased implementation of tiered systems for screening, supporting, monitoring, and communicating academic needs and progress | Directors of Curriculum All Staff | Use objective assessment data to monitor student progress and support growth in identified areas | <ol style="list-style-type: none"> 1. Continue to implement PreK-8 screening tools using the district assessment calendar 2. Develop assessment system to identify and track students' strengths, needs, and progress 3. Refine data analysis protocols to inform instruction and adjust practices using insights gained 4. Establish goals based on assessment data and promote student ownership via explicit feedback | <ul style="list-style-type: none"> • Students' learning and growth through data-driven decision making processes, progress monitoring, student goal setting, and evidence-based supports and strategies will be promoted |
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| Strategic Objective #4: Effective Two-Way Communication to Support Student Learning To ensure that all stakeholders are engaged with the school community in support of student achievement, the Franklin Public Schools will enhance opportunities for two-way communication between and among all students, families, staff, administrators, and the community. | | | | |
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| Strategic Initiatives | Person(s) Responsible | Level-based Goal | Action Steps We will... | Anticipated Outcomes & Evidence (2023-24) As a result... |
| 4.A. Conduct a comprehensive school facilities assessment | Administrators | Participate in the district-wide facilities assessment. | <ol style="list-style-type: none"> 1. Collect data to provide input regarding the facilities assessment. 2. Work collaboratively as a team of administrators to monitor and respond to enrollment and class size. | <ul style="list-style-type: none"> • Provide input regarding facilities to stakeholders • Create class sizes that are as equitable as possible across elementary schools |
| 4.B. Strengthen community partnerships through various school-based teams and initiatives. | All Staff | Provide ample communication opportunities among members of the Franklin community | <ol style="list-style-type: none"> 1. Partner with families to strengthen school-based and community connections | <ul style="list-style-type: none"> • Increased level of family engagement and involvement in the school community and provide opportunities for access to community resources |

| Strategic Objective #5: Affirm Diversity, Equity, and Inclusion for All Students To foster an inclusive learning environment where diversity is valued and all students feel a sense of belonging. | | | | |
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| Strategic Initiatives | Person(s) Responsible | Level-based Goal | Action Steps | Anticipated Outcomes & Evidence (2023-24) |
| 5.A. Continue level-based support for students and staff that fosters a culture of inclusion and belonging. | All Staff | Through the framework of universally designed learning, we will incorporate equitable and inclusive practices for all. | <ol style="list-style-type: none"> 1. Develop resources and practices (curriculum, disciplinary practices, family communication) that will celebrate differences and embrace inclusivity 2. Implement practices for planning and instruction that remove barriers and engage all students | <ul style="list-style-type: none"> • Students have a sense of belonging and safety in school. • Increased staff capacity to foster an inclusive learning environment. • Share practices between schools that have helped in |

